

CHAPTER I

INTRODUCTION

A. Background of the Study

In this era of Globalization, English is important for our lives. In fact, it is the second most spoken language in the world. Globalization makes the use of English more widespread. The ability to speak and write English has become one of the important skills benchmarks in the professional world. As a professional teacher in language teaching, especially language teaching English methodology for greater effectiveness in students' mastery of English, designing and implementing materials, tests and practices.

They also share information to others through the communication of several situations, speaking is used to give instructions or to finish something, for example, to describe something or someone, to complain about people's behavior, in the teaching and learning process, the teacher pays less attention to speaking, therefore If students do not learn how to speak or do not get the opportunity to speak in language classes, those students, who have not developed strong oral skills during this time, will find it difficult to keep up with their peers in later years. Based on the characteristics of the problem can be solved by

providing the right technique, the researcher provides a solution to apply the technique in speaking English, namely an action learning strategy.

In order for students' conceptual understanding abilities to develop optimally, students must be able to construct their own knowledge by linking the knowledge they learn to the real world. One of the efforts that teachers can do is to design learning that is more student-centered, so that students themselves are actively involved in building their knowledge in order to create meaningful learning.

This shown that teachers enrichment in an appropriate way teaching atmosphere, that's why in teaching English as a second language by applying new and modified modes so that the results of the teaching process can contribute greater input to achieve satisfactory learning outcomes. The whole world recently, where people are pushing for English as their target language or second language to be used based on the overall interaction and communication is playing a dominant role in every aspect of their life.¹

Harmer states that there are three main reasons for making students speak in class. First, speaking activities provide training opportunities - opportunities to practice speaking in real life in a safe

¹ Nia Agustriani Rambe. 2018. *The Effect Of Contextual Teaching And Learning (CTL) Approach In Teaching Speaking For Students*. Faculty Of Teacher Training And Education University Of Muhammadiyah Sumatera Utara Medan.

class. Second, speaking assignments where students try to use one or all of the languages, they know provide feedback for lecturers and students. Everyone can see how well they are doing: how successful they are, and also what language problems they experience. And finally, the more students have the opportunity to activate the various elements of the language they have stored in their brains, the more their use of these elements will automatically².

Teachers as the main implementers in learning English in schools must be able to innovate learning and motivate students to be more active, creative, analytical, and critical so that the objectives of learning English can be achieved. In carrying out the teaching and learning process, the teacher's task is centered on: Educating with an emphasis on providing direction and motivation, Provide facilities for achieving goals through adequate learning experiences, and Help develop personal aspects such as attitudes, values, and adjustment³.

Contextual Teaching and Learning or contextual learning is a learning that seeks so that students can explore their abilities by studying concepts while applying them to the real world around the student's

² Aseptiana Parmawati, Ratih Inayah. *Eltin Journal*, Volume 7/II, October 2019. *Improving Students' Speaking Skill Through English Movie In Sco E Of Speaking For General Communication*. IKIP Siliwangi. Hal 43

³ Nia Agustriani Rambe. 2018. *The Effect Of Contextual Teaching And Learning (CTL) Approach In Teaching Speaking For Students*. Faculty Of Teacher Training And Education University Of Muhammadiyah Sumatera Utara Medan.

environment⁴. Meanwhile, according to Aris Shoimin Contextual teaching and learning is a holistic learning process and aims to motivate students to understand the meaning of the learning material they are learning by relating the material to the context of everyday life (personal, social, and cultural contexts) so that students have knowledge/skills. which can be flexibly applied (transferred) from one problem to another.⁵

Learning English using Contextual Teaching and Learning, students are expected to be able to learn actively, learn through experience, not just accept the concepts given by the teacher, and be able to construct their own knowledge. The characteristics of Contextual Teaching and Learning are learning carried out in an authentic context by exploring students' knowledge, giving meaningful assignments, forming groups to create collaboration between students and creating fun learning by providing meaningful experiences. The teacher's role in implementing Contextual Teaching and Learning aims to help students achieve their goals. This means that teachers are more focused on strategy than providing information. One of the teacher's efforts is to

⁴ Karunia Eka Lestari dan Mokhammad Ridwan Yudhanegara. 2017. *Penelitian Pendidikan Matematika*. Bandung: Refika Aditama. hal.38

⁵ Aris shoimin. 2014. *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*. Yogyakarta: Ar-Ruzz Media. hal 41

manage the class as a team that works together to find knowledge for students.

The problems of this research is the student seldom to speak because they are difficult using grammar, and they lack vocabulary and pronunciation, the students fell shy or affraid to talk in front of the other students and do not want to show their weakness in speaking English., and the student seldom to speak English in their daily activity during of teaching and learning process.

The problems would be identified and classified based on their possible sources namely the teacher, the students, the learning activities, the learning materials, and the learning media is not fluent in pronunciation, have not mastered grammar, have not been able to speak Engglish well, ELT Process is still monotonous.

Previous research only used lecture methods and textbooks, which resulted in children's lack of interest in learning English. Children are more likely to get bored and monotonous. After using the Contextual Teaching and Learning method in Improving Speaking Skills, children are even more enthusiastic about learning, especially learning English.

Based on the description above, the authors are interested in conducting research with the title “Contextual Teaching and Learning in

Improving Speaking Skill (An Experimental Research at High School Nurul Falah Petir)”.

B. Problem Identification

As what has been mentioned in the previous sub-chapter, the ELT process had some obstacles. Thus, it had not fully engaged the students in learning English which result their passiveness during the speaking activity. In the previous sub-chapter some problems have been touched upon. In this sub-chapter, the problems would be identified and classified based on their possible sources namely the teacher, the students, the learning activities, the learning materials, and the learning media. This problem identification was based on :

1. Not fluent in pronunciation
2. Have not mastered grammar
3. Have not been able to speak Engglish well
4. ELT Process is still monotonous

C. Problem Limitation

Based on the background and problem identification, the researcher limits the research problem on the effect of Contextual Teaching and Learning toward students’ Speaking Skill (An Experimental Research at Class XI of High School Nurul Falah Petir).

D. Problem Formulation

Based on the problem limitation, the research problem can be formulated, "how Contextual Teaching and Learning Improv Student Speaking Skill (An Experimental Research at Class XI of High School Nurul Falah Petir)". To make it more detail the problem are as follow:

1. How is students' speaking skill of class XI at High School Nurul Falah Petir?
2. How is the effectiveness of Contextual Teaching and Learning toward Students' Speaking Skill?

E. Research Purposes

Based on the problem formulation, To make it more detail the purpose are as follow:

1. To determine student's speaking skill of class XI an experimental research at High School Nurul Falah Petir.
2. To determine the effectiveness of Contextual Teaching and Learning in Improving Student's Speaking Skill.

F. Research Benefits

Research Benefits Expected benefits in relation to this research:

1. Theoretical Benefits
 - a) This research is expected to provide useful scientific contributions in the world of education regarding the

application of the Study of literature of application of CTL to improve speaking skills

- b) This research is expected to be a material for comparison, consideration and development for future research in similar or related fields and problems.

2. Practical Benefits

a) For Students

- 1) Students who have difficulty understanding the material on the subject will be less burdened by the Experimental Research at High School Nurul Falah Petir of application of CTL to improve speaking skills.
- 2) Fostering a spirit of cooperation in learning because individual success is the responsibility of the group.
- 3) Students become accustomed to working on questions because of the many exercises given.

G. Systematics of Writing

The systematics of writing in this study consists of the following.

1. The Beginning

This section includes: outer cover page, inner cover page, approval page, endorsement page, motto page, presentation page,

introduction, table of contents, list of tables, list of images, list of attachments, and abstract.

2. Contents section

CHAPTER I Introduction contains: Background Problem, Problem Identification, Problem Limitation, Problem Formulation, Research Objectives, Research Benefits and Writing Systematics.

CHAPTER II Theoretical Foundation contains: Theoretical Framework, Framework of Thinking, and Relevant Past Research.

CHAPTER III Method of the Research Contains: Research Methods, Place and Time of Research, Population and Sample, Instruments, and Data Analysis Techniques.

CHAPTER IV Data Collection and Research Finding Contains: Data Collection and Research Finding.

CHAPTER V Conclusions and Suggestions Contains: Conclusions and Suggestions.

3. Final Part The last part consists of bibliography and appendices.

